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ABSTRACT

This document provides a framework for better understanding of the knowledge and skills essential to a state level position within special education. It was developed with an eye on essential skills and knowledge for carrying out the general supervision/leadership requirements of the state education agency (SEA) specifically as it related to special education. The focus is on gaining an understanding about general supervision from a leadership rather than a compliance perspective. The content begins with a definition of general supervision that encompasses leadership and then moves to a discussion about leadership. The next section discusses critical leadership skills, including creating partnerships, running effective meetings, managing conflict, facilitating effective communication, and using technology. The following section describes the regulatory content about which an SEA staff person must be knowledgeable, including regulations dealing with general assurance, identification, operational procedures, quality personnel, school improvement, public input, and finance. The final section provides resources available to assist SEA staff persons in improving their effectiveness. Appendices include information about the Mountain Plains Regional Resource Center and the Office of Special Education Programs Technical Assistance and Dissemination Network. (Contains 24 references.) (CR)

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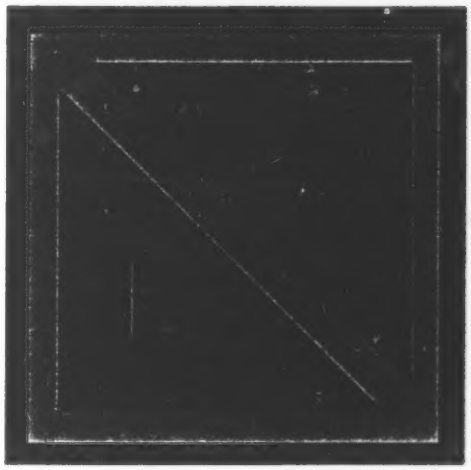

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Responsibilities, Skills, and Requirements

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Leadership and General Supervision of the Education of Children and Youth With Disabilities

Responsibilities, Skills, and Requirements

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SEA General Supervision of the Education of Children and Youth With Disabilities Requirements, Responsibilities, and Skills

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Preface

State government, including education, experiences critical staff turnover. For a variety of reasons, State Education Agencies (SEAs) often find it difficult to attract those who have the most tenure and expertise in the area of education policy and procedure as well as those who have the more mature leadership skills. Individuals chosen to fill the vacancies many times have limited experience and knowledge, even though they may have great potential. Most SEAs do not have a formal orientation program or mentoring opportunities for new staff. The primary purpose for this document is to provide a framework for better understanding the knowledge and skills essential to a state level position within special education. A secondary purpose is to bring attention and focus to the extensive responsibility a SEA holds in providing general supervision/leadership for improving the education of children and youths with disabilities.

This document was developed with an eye on essential skills and knowledge for carrying out the general supervision/leadership requirements of the SEA specifically as it relates to special education. The focus is on gaining an understanding about general supervision from a leadership rather than a compliance perspective. The content begins with a definition of general supervision that encompasses leadership, moves to a discussion about leadership, touches on some critical leadership skills, and then briefly describes the regulatory content about which an SEA staff person must be knowledgeable. The regulatory section closely mirrors the Individuals with Disabilities Education Act (IDEA) regulations and has been reviewed by the U.S. Office of Special Education Programs (OSEP) to ensure accuracy. This section is not intended to be a substitute for the regulations, and readers should consult with the IDEA regulations for more details. The final section provides resources available to assist any SEA staff person to improve their effectiveness.

Introduction

- The Need for General Supervision
- General Supervision Defined

I. Introduction

The Need for General Supervision

In any organization, general supervision is critical for ensuring that:

- The processes for achieving the organizational mission are efficient
- The staff they manage have the necessary supports to carry out the specific tasks
- A system of accountability is in place

This is no different for a SEA, with a small caveat. Where supervision of special education is concerned, the need is accentuated by the requirements of the Individuals with Disabilities Education Act (IDEA) regulations.

In the regulations, we see the requirement for general supervision defined within 34 CFR§300.141. There are two parts to §300.141. The first part stipulates that a state must have on file information that shows that the state meets the requirements of 34 CFR§300.600. When looking at §300.600, we find that this means the SEA must be able to demonstrate that:

- It has general responsibility for all educational programs (for children with disabilities)
- Procedures are followed for ensuring appropriate use of funds
- Their state special education advisory panel meets the specific federal requirements
- State complaint procedures are in place and conducted in accordance with federal requirements

The second part of §300.141 stipulates that as part of compliance reporting requirements, a state must include a copy of state statute, regulations, signed agreements, and any other documents that show compliance with the first part. (34 CFR§300.600). In other words, as part of general supervision, IDEA and its implementing regulations specifically hold the SEA accountable for designing and implementing policies and procedures for carrying out the requirements of IDEA and for ensuring compliance with those policies and procedures. Compliance is documented and ensured through the monitoring process.

At first glance, this might appear as a fairly modest requirement for writing SEA-level regulations or procedures and then monitoring to assure that each regulation or procedure is followed. This would not appear to be much more than the general supervision requirements for any program. However, when further exploring the requirements for state eligibility (for federal funds), it becomes clear that there is more state responsibility than first meets the eye. It is in 34 CFR §300.600 et.seq. that we find a more detailed description of the IDEA regulatory requirements of each state. This gives a more specific description of the various areas for which state staff must be prepared to carry out the SEA's responsibilities.

This need resulting from the general supervision responsibilities must be viewed from two perspectives. First is justification. There is a need — a justification — for states to provide general supervision because it is required as part of a state's eligibility to receive federal dollars by demonstrating compliance with the IDEA regulations. The second part of need has to do with scope or quantity. Clearly, providing general supervision for IDEA is no small task (see section IV to learn more about the specific areas that must be addressed) and, most likely, will require more than a single person. There is no formula for determining how many staff will be needed; each state will need to make that determination. Still, it is clear that meeting the general supervision requirements will require a rigorous effort on the part of each SEA.

Defining General Supervision

Bottom line, the meaning for supervision is oversight. When a SEA has responsibility for general supervision, it has a responsibility to provide oversight. Another way of looking at this is to say that ultimately, the SEA is accountable, in this case to the U.S. Department of Education, for ensuring that all programs, regulations, and procedures are in compliance with the IDEA and that eligible children and youth with disabilities are receiving a free appropriate public education. The state is also accountable for ensuring adherence to state law.

While oversight or accountability is a critical component to general supervision, this is a narrow definition that can limit a state's impact. Using this definition alone puts the attention and emphasis on compliance, i.e., dotting "i's" and crossing "t's," and detracts from an emphasis on quality. Going beyond simple compliance — emphasizing quality — more closely falls under our concept of leadership.

While there is no statement in IDEA regarding to states providing leadership, the intent of IDEA is to ensure that children and youths with disabilities have available to them an appropriate education that meets their unique needs and leads to desired post-secondary outcomes, such as post-secondary education, employment, and independent living. Meeting this purpose requires more than ensuring that procedures and regulations are in place and followed. It requires oversight balanced with leadership which brings attention to quality. Attention to quality in turn leads to better results for children with disabilities.

For the purposes of this document, the definition of general supervision does include an oversight responsibility while recognizing the need for leadership. We can say that SEA general supervision of special education is providing oversight and leadership that lead to the provision of a free appropriate public education for each eligible child or youth with a disability.

General Supervision as Leadership

- Leadership Defined
- Leadership Qualities

II. General Supervision as Leadership

Earlier in the definition of general supervision, we noted that one aspect of general supervision can be related to leadership. When general supervision is focused primarily on ensuring accountability or compliance, it restricts an individual's perception of what is possible and prioritizes the focus of action on monitoring only for compliance. In fact, while accountability and compliance are essential, the impetus for accountability and compliance is for mobilizing others to do something. Mobilizing others is a key factor in leadership (Heifetz, 1994).

When thinking about leadership, the perception enlarges to include concepts such as influence, visibility, creating vision, change agent, doing the right thing over doing things right, setting examples, and producing results. When these concepts are added to the expectation of general supervision, the realm of possible actions, or even expected actions, is expanded. The purpose for one's actions is not limited to monitoring only for compliance. Rather, they are driven by a broader vision of what is possible with an eye on quality.

Defining Leadership

Leadership is not the exclusive purview of individuals in positions of authority or power. Leadership is available to anyone in any position who is willing to accept the mantle. Accepting the mantle of leadership allows an individual to respond to the job assignments with a different outlook. This outlook is best illustrated in the following table that contrasts leading with managing:

Managing is . . .	*Leading is . . .*
Working within boundaries	Expanding boundaries
Controlling resources	Influencing others
Planning to reach goals	Creating a vision of a possible future
Contracting how and when work will be done	Committing to get the work done no matter what
Emphasizing reason and logic supported by intuition	Emphasizing intuition and feelings supported by reason
Deciding present actions based on the past and precedent	Deciding present actions based on the envisioned future
Waiting for all relevant data before deciding	Pursuing enough data to decide now
Measuring performance against plans	Assessing accomplishment against vision

Taken from: Bellman, G.M. (1992), p14.

From this contrast between leading and managing, we can begin to see defining characteristics of leadership emerge. Bennis & Nanus say that a leader "is one who commits people to action, who converts followers into leaders, and who may convert leaders into agents of change"(1985, p. 3). Kouzes & Posner state that leadership "is a process that ordinary people use when they are bringing forth the best from themselves and others" (p.110, 1996). Senge says "leadership is about creating new realities" (p. 3, 1996). Essentially, leadership is not about managing day to day for the purpose of maintaining the status quo. Rather, leadership has sights set on possibilities, on doing what is right rather than an attachment to doing the right thing, even when management tasks are required. It is not that leaders ignore management, for management cannot be eliminated. Leaders manage by using leadership qualities.

Leadership qualities

There was once an accepted assumption that leaders are born with leadership qualities. While there may be some "born leaders, leadership is something that must be learned" (Drucker, 1996). Drucker goes on to say that a second major lesson from the lessons about leadership "is that 'leadership personality,' 'leadership style,' and 'leadership traits' do not exist" (p. xi). At the same time, he lists four things that effective leaders know. They are:

1. The only definition of a leader is someone who has followers. Some people are thinkers. Some are prophets. Both roles are important and badly needed. But without followers, there can be no leaders.
2. An effective leader is not someone who is loved or admired. He or she is someone whose followers do the right things. Popularity is not leadership. Results are.
3. Leaders are highly visible. They therefore set examples.
4. Leadership is not rank, privileges, titles, or money. It is responsibility.

(Drucker, 1996, p. xii)

In the 1970's, Robert Greenleaf began to write about a concept of leadership he called "servant leadership" (Greenleaf, 1991). This concept has reshaped the thinking about leadership (Jaworski, 1996; Spears, 1995). The quality of leadership that is evident in this concept is the desire to serve. In fact, Greenleaf says that leadership "begins with the natural feeling that one wants to serve, to serve *first*" (Greenleaf, 1991). There is a difference between starting with the desire to serve and starting with the desire to be a leader. It is not that the leader is without vision or ideas that need action. Rather, leaders have greater influence and potential when they are willing to listen first. The leader is one who has foresight, senses the unknowable, sets limits, can persuade, is perceptive and aware, and accepts responsibility from a commitment to service, including serving those who are the followers.

Additional qualities of leadership are found by applying the concepts found in the new sciences (quantum physics, living systems, and chaos theory) to organizational systems. Our current organizational systems have grown out of the concepts from Newtonian science which emphasized breaking things into parts. This thinking gave birth to bureaucracy and specialization. The resulting organizational structures encouraged us to view leaders as having the answers with an emphasis on the need for control. The contrast between our perception of management or leadership under a Newtonian framework and a quantum framework is best seen in the following table:

Newtonian Management Stresses:	*Quantum Management Stresses:*
Certainty	Uncertainty
Predictability	Rapid change; unpredictability
Hierarchy	Non-hierarchical networks
Division of labor or function fragmentation	Multi-functional and holistic (integrated) effort
Power emanates from top to center	Power emanates from many interacting centers
Employees are passive units of production	Employees are cocreative partners
Single viewpoint; one best way	Many viewpoints; many ways of getting things done
Competition	Cooperation
Inflexible structures; heavy on bureaucratic control	Responsive and flexible structures; hands-off supervision
Efficiency	Meaningful service and relationships
Top-down (reactive) operation	Bottom-up (experimental) operations

Zohar (1997), p. 87

By equating management with leadership, Zohar sets forth different expectations for leaders. In this new view, leadership is no longer about being the source of answers or control; rather, "leadership would take on broad rapid changes and unpredictability that confront business today but would see these not so much as, or not just as, a problem but as an opportunity." Leaders must learn to make it up as they go as reality is constantly shaped and reshaped by activity both within and without an organization (Wheatley, 1992). The requirements of leadership take on a new set of qualities and expectations such as:

- Ensure a coherent identify
- Cultivate alertness, consciousness-of-the-moment
- Forget rollouts or replications: imposition always fails

- Focus on connections: health is found in better connections
- Feed with information
- Send in disturbances: pulses, waves, ideas
- Foster creativity, surprise, messiness
- Nurture the system to do for itself most of what you have done to it
- Trust, honor, appreciate we who are working together

(Kellnor-Rogers & Wheatley, 1997)

Most people within our organizations today have grown-up with leadership models and theories that fall under the Newtonian paradigm. But this paradigm is not sufficient in today's world of rapid change and demand for quality education. The leadership qualities set forth by Drucker, Greenleaf, Zohar, and Kellnor-Rogers & Wheatley require a different set of skills. This means that SEA staff who are willing to take on the challenge of leadership as part of their responsibility for general supervision will need to become effective users of these skills.

Skills That Enhance Leadership

- Partnership
- Effective Meetings
- Conflict Management
- Effective Communication
- Technology

III. Skills That Enhance Leadership

Partnership

The Newtonian thinking that gave birth to our bureaucracy grew out of and continued to foster an emphasis on individualism and competition. As we glean lessons from living systems, we learn that it is not survival of the fittest, but survival of the fit (Wheatley, 1992). We can see that synergy emerges when the parts work together as a whole. The whole is greater than the sum of its parts (Capra, 1996). We begin to realize that not only is our survival dependent on the survival of others (often our competitors), but we have greater power and effect when working together with others. We find, however, that working in partnership is not as easy as it sounds. Most, if not all, of those currently in SEA positions have grown-up in a system that has promoted and encouraged individual reward and competition. There has been an emphasis on finding differences while overlooking the similarities. Working in partnership means consciously taking steps to change patterns of behavior and perception. It often means changing our deepest thought patterns and habits in order to find new ways to work together.

Throughout our organizations today we find a call for the use of teams and shared leadership — all forms of partnership. Some of our struggles and disappointments with teaming may lie in our expectations and perceptions. Riane Eisler (1996) has identified six myths to partnership that apply to teaming. Understanding these myths can help uncover some of the challenges and frustrations we experience with teaming.

1. *"It will all be cooperation."* This myth is really based on a perception that cooperation has not occurred in the past. In fact, there has been cooperation in the past. There is a difference, however. Much of the cooperation in the past was based on fear and a need to not be left out. It was based on how to have power over others while not allowing someone else to have power over me. In a partnership model, cooperation is based on trust, mutual respect, and recognition of our interdependency.
2. *"There won't be any competition."* There is a myth that if we have cooperation based on trust, then there will be no more competition. There is still a need for competition, but the focus is changed. Rather than competition with another where one wins and the other fails, it is competition for the purpose of improving quality and seeking excellence. This competition fosters an attitude of win/win rather than win/lose.
3. *"There won't be any conflict."* Conflict is not only a part of life, it is often (if not always) the source of learning, growth, and change. In a partnership model, conflict is acknowledged and used as a tool for growth. Conflict is managed through open communication, empathy with others, and respect for diversity.

4. *"There is no leader or manager."* In some unique situations, teams have been able to work together in ways that do not highlight a single person as leader. These situations are the exception. The truth of the matter is that partnership does not eliminate the need for a leader position. The difference lies in the qualities of leadership. Rather than leaders operating as the source of all answers or a need for power over, leaders operate from a servant leadership perspective and a desire to delegate and share power.
5. *"If it isn't patriarchy, it's matriarchy."* Eisler's work traces the roots of patriarchy and the rise of the competitor model. However, this is not about males or females; it is about a system of operation that has permeated our being and influenced how we will be together. The heart of this myth is really about working from an either/or perspective. Patriarchy is associated with male dominance. So if it is not going to be patriarchy, our thinking leads us to assume that if it is not to be male dominant, then it must be female dominant. Or the assumption that whoever is the dominant is better, so if one is better the other is bad. In fact, to fully embrace partnership, we must learn how to work from a perspective that accepts difference and embraces difference. It accepts both male and female with honor and respect. In partnership, we learn to function from a both/and perspective.
6. *"There is no hierarchy."* Hierarchy exists in nature as a way of ordering or organizing life. "A natural hierarchy is simply an order of increasing wholeness, such as: particles to atoms to cells to organisms. . .The whole of one level becomes a part of the whole of the next" (Wilber, 1996). The difference lies in the fact that one part of the whole is not more important to the functioning of the whole than another. All parts are seen as interrelated and critical to the functioning of the whole.

Entering our work as a team member can be enhanced when we see through our myths and the expectations resulting from these myths. Our efforts can be further supported when we understand the developmental needs of teams. Some teams just happen, for example, during a crisis such as a flood. This is an example of when a community is almost automatically mobilized into team action. But when the crisis is over, the team atmosphere dissipates. The challenge in organizations is to keep the team mobilized, not just in times of crisis, but on an on-going basis. Doing so requires conscious attention to certain elements that support the continuous development of the team.

There are a variety of individual models for team development that have been published. While there are variations on the theme, they all hold certain elements. Two variations will be shared for the purposes of this document. The first is a model developed by Barry Heermann (1994) which he calls the Team Spirit Spiral. The second is a version developed

within an organization by SuLin Foster (an executive within the organization) and Carol Massanari (organizational development consultant with the organization) using the Team Spirit Spiral, and the experience with a team struggling to become a self-managed team.

Team Spirit Spiral — The Team Spirit Spiral has six components. The spiral is used as the symbol for team spirit to denote that these six components are not linear or static but are interactive and on-going. The six components are as follows:

1. *Service* — Service is the backbone. Members of the team come with an attitude of wanting to be of service to both their team members and to the customer who benefits from their efforts together.
2. *Initiating* — This is about learning to know one another or becoming acquainted with each other. It is about taking time to build relationships, even if it is no more than sharing something of a more personal nature at the beginning of a meeting. Trust and belonging are key words associated with initiating.
3. *Visioning* — The concept of visioning includes several ideas. First is the idea of having a clearly stated purpose or mission. Second is the idea of having a shared picture of what the future the team is trying to create looks like. Third is the idea of having a shared understanding of what it means to be a team and a vision of an effective team.
4. *Claiming* — This is about organizing and dividing up the work. It is about making agreements on exactly what work needs to be done, who is going to do what pieces of the work, what resources are needed and available, how the team will communicate, and how the team will hold itself accountable. (In so many instances, this is the place team members want to start. In reality, this work becomes much easier if there is some work in the other areas before moving into claiming activities.)
5. *Celebrating* — This is about taking time to acknowledge and celebrate accomplishments. It is about taking time to play and laugh together.
6. *Letting-Go* — This component requires that we become conscious of when the work or need for this phase or this group is complete and it is time to change, dismantle the team, or move onto the next step. It is also about open communication which provides constructive feedback and letting-go of personal agendas. It requires willingness to disclose feelings and disagreements rather than withholding communication.

Foster/Massanari Rendition — Because the above terms may not clearly communicate without training in the Team Spirit model, the following list was developed in a desire to communicate key elements of team development in a simpler, more straightforward manner. Again, however, it is important to remember that even though these elements are pro-

vided here as a list, they do not occur in a linear fashion. Also, none of these elements are static; that is, done once does not mean never doing it again. Rather, the elements need continual care and attention, even if it is brief.

1. Get to know individual members on a personal level especially with regard to the work of the team.
2. Have a vision of a "winning team" to work toward.
3. Develop a shared understanding of the purpose/mission of the team.
4. Set clear performance goals and outcomes.
5. Clarify expectations of each other with regard to the work of the team.
6. Agree on clear and explicit specifications for the basic norms of conduct for team behavior.
7. Adhere to the concept of "mutual accountability."
8. Celebrate the individuals and the team.
9. Evaluate team accomplishments.

Effective Meetings

When we are committed to working in partnership, it seems that an inordinate amount of time gets spent in meetings. Often we hear complaints about yet another meeting that is unproductive and disappointing. One reason for this complaint is that meetings many times are poorly planned and not well facilitated. Designing and running a good or effective meeting is a learned skill.

One of the first things to consider when designing a meeting comes from recognizing the differences between meetings. William R. Daniels (1990) outlines two different types of meetings — the regular meeting and the task force meeting. While sometimes it may be difficult to keep these two types of meetings totally separate, it does help to keep the two in mind when developing the agenda and the meeting process. The following table (developed by Daniels) gives us an overview of the differences between these two types of meetings and how they are designed.

	Task Force	*Regular*
Function	Superior intelligence.	Authorization; affirmation of organizational values, structures, roles.
Agenda	Problem analysis; decision analysis; planning.	Pass downs; operations review; recommendations review; news.
Structure	Only necessary experts; five to nine members only.	Appropriate functionaries; no numerical limits.
Dynamics	Equity; uninhibited access to every intelligence. (Use *inclusion* activity.)	Role differentiation; status affirmation. (Use *recognition* activity.)
Process	1. Build common data base; 2. Interpretation; 3. Resolution.	1. Presentation; 2. Review; 3. Decision; 4. Commissioning.
Memory	Flip charting; publishing.	Official records; symbols.

Daniels (1990), p. 5

Daniels suggests that a task force meeting be limited to five to nine members. In today's SEA, there are often large stakeholder meetings of 20 to 50 members created for the purpose of gathering input or developing recommendations. While such a meeting is more than five to nine members, it still would be considered a task force meeting. Regular meetings are those that are held on some type of fixed or "regular" schedule for the purpose of "exercising the organization's formal power" (Daniels, 1990, p. 3). The stakeholder meeting is not something that occurs on a regular basis and, many times, may only meet once or twice. The process used for a stakeholder meeting is the process employed for the task force meeting. The process tools for facilitating large "task force" type meetings have greatly expanded over the last five to 10 years. Generally, it is best to use a trained facilitator if there is a need for such meetings.

By using the framework provided by Daniels and developing skill in meeting design and facilitation, SEA staff will be quite capable of running effective meetings. The first step to facilitating an effective meeting rests with agenda design.

Building an agenda. Thinking through the agenda for a meeting is a critical step, the most important and perhaps even the one thing, more than anything else, that will determine the success of a meeting. There are a number of steps to developing an agenda.

1. *Define the purpose and desired outcome* — It is very important to know why you are meeting and what you want to accomplish. Everything else about the meeting will flow from this.
2. *Assess your participants* — Know who the participants will be and why they will be participating, i.e., what position they represent. Determine if there are any issues or "agendas" that any of the individuals might bring with them to the meeting. Do the individuals know each other? Are there any unique needs that any individual has, e.g., Braille materials, dietary considerations?
3. *Develop the process or how the meeting will flow* — In designing your meeting process, it is important to remember that thinking together as a group is more difficult than thinking by oneself. It is important to design a process that will help the group think together, keeping in mind that the process for a regular meeting will be different from the process of a task force meeting.
4. *Decide on an inclusion or recognition activity* — To begin the meeting, it is good to have some type of inclusion or recognition activity (often known as ice breakers). The purposes for an inclusion activity are to allow each person to hear their voice from the very start of the meeting, to allow individuals to get better acquainted, and to set the context for the rest of the meeting. For regular meetings, a recognition activity replaces the inclusion activity. The purposes of this include allowing the group to learn something new about someone else, to provide time to celebrate, and to start the meeting on a fun note.
5. *Decide how you will close the meeting* — It is generally good to have some type of wrap-up or closing to the meeting, even if it is simply to identify next steps, review the accomplishments of the day, or have participants complete an evaluation. The key is to plan for it as part of the agenda.
6. *Attend to logistics* — This includes such things as securing a meeting space, developing a written agenda and making copies for all participants, and gathering any materials or equipment you may need. It is good to arrive at the meeting early to ensure that the space is arranged the way you want it. If you are having food, make sure that arrangements are made well in advance.

Facilitation tips. To fully develop facilitation skills, especially those that focus on effective group process strategies, requires more than the space allocated in this document. Individuals interested in developing such skills are encouraged to attend hands-on training and refer to other books that specifically deal with this topic (suggestions include Doyle & Strauss, 1976, Schwarz, 1994; Spencer, 1982; Stanfield, 1997). However, there are some basic skills or facilitation strategies that can be used, even without facilitation training.

One of the most essential qualities of effective facilitation is the ability to stay detached. Detachment does not mean being without commitment or passion. It does mean being willing to let go of having things, e.g., decisions and process strategies, proceed in a predetermined, specific way. Detachment requires keeping one's ego and personal agenda outside the room.

A second facilitation quality requires that the facilitator attend to the pulse and mood of the group to ensure that the participants are involved and connected to the work of the group. This can be done in a variety of ways, some of which include:

- Establishing ground rules or working guidelines
- Using strategies that ensure all voices get heard (e.g., small groups, round robin techniques)
- Checking in with the group periodically to see if the agenda or process is meeting the needs and expectations of individuals
- Soliciting input from individuals who are particularly quiet
- Providing ample breaks for moving around (one break of 7 to 10 minutes should be considered for every 60 minutes of sitting)
- Keeping the conversation moving at a pace that is neither too fast nor too slow.
- Using humor to break tension
- Using effective conflict management strategies

The third quality of effective facilitation is the use of good group processes. The skill of a facilitator lies in the ability to get a group to think together by using effective discussion and decision-making processes. Naturally, the process a facilitator chooses must be matched with the purpose of the meeting and the desired outcome. As mentioned before, reviewing possible group process strategies goes beyond the scope of this document. One tool, however, that is fundamental and can be used as a foundation for designing agendas is the sequence used in the guided conversation method (see Stanfield, 1997). This method was designed specifically to help groups think together. The method includes the following four steps:

1. *Objective* — This step requires getting all the objective information or data shared. During this step, there is no evaluation; rather, it is a statement of the facts as they are known.
2. *Reflective* — When the facts are revealed, it is important to give people an opportunity to share their immediate reactions and to take a bit of time to reflect on the data. This can include identifying feelings, comparisons, impressions, or connections that were made.
3. *Interpretive* — At this step, analysis of both the objective data in consideration with

that which was revealed is encouraged. This is the time to look for explanations, rationale, and potential negative results.

4. *Decisional* — Finally, after going through the above three steps, the group is ready to make a decision, i.e., to take action.

While the method was developed for more focused conversations, using this sequence to design an agenda can contribute considerably to higher degrees of effectiveness in any meeting.

Conflict Management

SEA personnel often find themselves in the middle of conflict. They get calls from unhappy parents, frustrated LEA staff, and upset agency staff. Many individuals find conflict to be uncomfortable for a variety of reasons, including a view that conflict is bad, a desire to want to please everyone, or a lack of skills for addressing conflict. In reality, conflict is a trigger for change and can be seen as a creative rather than a negative process (Diamond, 1992). When viewed as a creative process, it becomes less threatening and undesirable. It is one thing, however, to say that conflict is a creative process and another thing to be able to act on that statement. Acting requires strategies and tools to help ensure that the conflict becomes a creative process and does not deteriorate into a deeper crisis.

The first strategy requires that an individual take a close look at self (Crawley, 1992). It is important to know your own values and feelings around conflict, to know how you respond to people and situations, and to know if you can detach yourself from your personal agenda to really understand another's perspective. Crawley (1992, p. 16) provides four components that form the basic elements of constructive conflict management:

- Clear perception and good judgment
- Self-awareness and control
- Ability to analyze and balance different views and positions
- Openness to others

He gives us the following recipe for constructive conflict management:

> 1. Be clear about what you see, how you judge and how you react to people and situations.
> 2. Understand and take charge of your own feelings and behavior.
> 3. Step back and take a balanced view.
> 4. Respond positively.
>
> *Crawley, (1992), p. 16*

A second strategy requires using an effective problem-solving or mediation process. A number of models have been developed, but generally they all use many of the same steps, even if presented differently. Angeles Arrien (1991) suggests six steps based on her study of creative problem-solving from a universal or cross-cultural perspective. The steps below use her six steps with some modification considering the nature of the work of a SEA staff member.

Six Basic Steps for Creative Problem Solving

1. *Clearly define or articulate the problem* — Have the individual who is presenting the issue or conflict clearly describe the problem, including the effects and feelings that result from the problem they see.
2. *Creatively brainstorm possible solutions* — Have the individual list as many possible solutions as they can. Come up with five to 10 possible solutions without editing any.
3. *Choose the three most workable solutions* — From the brainstormed list, determine which are actually doable and which are acceptable to the individual. This should also include which are not acceptable.
4. *Negotiate with the other person* — In the negotiation step, get consensus or agreement on one solution.
5. *Create and implement a plan* — Clearly state who is going to do what, by what time, and how you will know the action has been taken.
6. *Establish a time for review and evaluation* — Make certain there is an opportunity, scheduled in advance, for reviewing the plan and making modifications as needed.

These six steps provide a basic framework that can be used as a formal mediation process or as a more informal problem-solving process. Regardless, there are some points that should be stressed. It is important to get clarity around the problem. In many instances, it will be important that both parties have an opportunity to give their perception of the problem. It is important that both parties have an opportunity to suggest possible solutions before getting consensus around one. If only one party gives input or suggestions, it takes on the appearance of a mandate. Generally, people are not reluctant to change when they have some input in the decision process. It is feelings of imposition that create resistance to change. Finally, it is very important to conduct a follow-up to determine if the problem has been resolved or if there is a need for further clarification/modification.

Dealing with conflict generally is not pleasant for most people. Continuing to build one's own character strength and using effective problem-solving tools can take away a great deal of the discomfort that often accompanies conflict.

Effective Communication

The work of an SEA staff member requires extensive time and effort with other people. Perhaps the most critical skill for working with others is that of effective communication. We use communication in almost everything we do, not just verbally, but in written form as well. Communication consists of two parts: speaking (or writing) and listening. Much has been written about effective communication, and generally, most individuals have gone through some communication training, even if minimal. Only a few critical points will be included here.

Arrien (1991) has identified two universal behaviors that lead to miscommunication: 1) not saying what you mean and 2) not doing what you say. Being clear in communication is not as easily done as it is appears. It takes a great deal of practice and feedback. To improve communication, she proposes three things: 1) Be clear about what you want to say, paying attention to correct word choice, proper tonality, and alignment of body language (when speaking) with words. 2) Be sensitive to the right timing, especially consider when the message most likely to be received and heard. 3) Choose the right place and context, again thinking about what will enhance the other's capacity to receive and hear the message (Arrien, 1991).

Additional strategies for improving clarity in the message and facilitating the listener's ability to hear and understand include:

- Stating observations without judgment
- Expressing feelings that result from observations
- Clearly stating your wants
- Sharing the assumptions we hold about a given situation
- Asking questions for clarification rather than making assumptions
- Coaching through the use of questions rather than telling or demanding
- Making requests that take into account another's feelings and needs without making demands
- Proposing solutions in ways that allow negotiation or other possibilities.
- Staying open to other ideas or influence; i.e., staying detached from a specific outcome
- Speaking from a personal perspective, i.e., speaking from "I," rather than using generalities such as "everyone" or "we"

Listening is the other half of communication. Listening is made complex because it requires more than just hearing the words. "Listening is the doorway through which we allow the world to enter" (Ellinor & Gerard, 1998). In many instances, a good listener is all that may be needed to resolve a conflict; but it is easy to get caught up in a desire to give solutions, advice, or explanation and miss this simple key. Our listening is enhanced when we are willing to receive, use our curiosity, are open-minded, show interest, ask for clarification when needed, and ask open-ended questions. Some questions to ask yourself to help develop empathic listening skills are:

- Do I understand the person speaking?
- Am I letting my personal opinions, feelings, and attitudes affect my response?
- Am I sensitive to the speaker's verbal and nonverbal cues?
- Do I care about the speaker?

Patterns that interfere with listening include:

Passing ownership — Offering the opinions or service of someone else or blaming someone else.

Adding meaning to another's words — Interpreting statements and adding emotional content or drawing conclusions from them.

Out-of-place advice — Offering prescriptions or solutions too early or when unsolicited.

Interactive "ping-pong matches" — Interactions that do not take into account what the other person has said.

Yes-but — An acronym for "but" is "behold the underlying truth."

Shutting off — Changing the direction of the conversation, rebutting a point that was made, or just not attending to what the person is saying.

Analyzing or labeling — Putting a label on the behavior can lead to side-tracked discussions or arguments.

Nay saying — Playing devil's advocate or burying another's idea by being negative.

Day-to-day interactions and the effectiveness that can result on the job are greatly enhanced when using effective communication skills. This requires continually improving both how we convey a message as well as how well we listen.

(Note: The attributes and inhibitors to listening were synthesized from a variety of sources for the development of a training manual, *Community for Interagency Training*, by the University of Kentucky College of Education.)

Technology

Skilled use of technology can greatly enhance the management of our work. In today's world, technology is an essential tool, a means to an end. Naturally, the key is in the availability of the technology and in using it effectively. Computers have become a given fixture in every office. SEA staff should seek training to ensure their ability to use the available software, if these skills are not already evident. E-mail is becoming almost a natural communication tool and can help to greatly reduce the amount of time playing "telephone-tag." However, e-mail should never be used as a replacement for face-to-face communication. Sensitive issues or any issue where voice tone can help to convey intent should always be communicated face-to-face or by telephone, where face-to-face is not possible. Voice mail can also be used quite effectively to reduce the amount of time spent returning phone calls. Conference calls can help reduce the amount of time spent bringing people to a meeting. Such calls are best used after people have had a chance to meet each other and when the topic or issue can be dealt with in a reasonable amount of time (one hour to one and a half hours). The drawback to conference calls is that they do not seem to foster true dialogue or interactive exchange.

In some states, access to interactive conferencing is becoming more available. This can be a very useful strategy for conducting short meetings that allow people to view faces rather than just listening to the voice as in a conference call. Some of the same precautions associated with conference calls need to be considered, however. People tend to be most comfortable with this tool after they have had a chance to personally meet the other participants. Additionally, it is critical that all participants have access to a conference site and that the facilities and technology are accessible to those with a disability. Interactive conferencing and compressed video can be effectively used for conducting training.

Technology can truly facilitate communication. It is important for SEA staff to become familiar with the preferred mode of communication of each assigned client. It is important to honor the communication mode that is most immediately available to and comfortable for the client. At the same time, SEA staff will want to build the capacity of others to use technology for communication. Finally, as more and more tools become available, it will be critical that SEA staff themselves become familiar with these tools in order to use them to full advantage.

Required Elements of General Supervision

- General Assurance
- Identification
- Operational Procedures
- Quality Personnel
- School Improvement
- Public Input
- Finance
- Summary

IV. Required Elements of General Supervision

This section has been written for the purpose of giving a short overview or description of each area for which a state must provide general supervision. This is not intended to be an interpretation of the regulations governing the area. Rather, it is a synopsis of what each area demands. For more detail, the reader is encouraged to read the specific federal regulations governing that area.

General Assurance

The first general category of items falls under the heading of general assurance. Essentially, these items describe information the State must have available to show their effort toward making special education and related services available to each eligible child.

34 CFR§300.121 Free appropriate public education (FAPE) — States must have on file with the U.S. Secretary of Education (hereafter the Secretary) information that shows the State has in effect a policy that ensures that all children with disabilities, ages three thru 21, residing in the State, have the right to a free appropriate public education (FAPE), including children with disabilities who have been suspended or expelled from school. There are specific requirements that address the determination of services to be provided to children and youth with disabilities who are suspended or expelled from school [see §300.121(d)]. The IDEA regulations specifically indicate that a State shall ensure that each eligible child has access to FAPE no later than the child's third birthday [see 34 CFR§300.121,(c)]. There is another stipulation that children with disabilities who need special education and related services receive FAPE , even though the child is advancing from grade to grade [see 34 CFR§300.121(e)].

34 CFR§300.123 Full educational opportunity goal — A State is required to have on file with the Secretary detailed policies and procedures for establishing a goal of "providing full educational opportunity to all children with disabilities ages birth through 21." In addition, the State must have on file with the Secretary a detailed timetable for accomplishing the goal of providing full educational opportunity for all children with disabilities (see 34 CFR§300.124).

Identification

The second category of items falls under the rubric of identification. These items speak of the State's responsibility for ensuring that all children with disabilities who are in need of special education and related services are actually identified, located, and evaluated. The State must also have on file with the Secretary policies and procedures for identification, evaluation, and determination of eligibility.

34 CFR§300.125 Child find — IDEA makes it clear that it is not enough to assume that children with disabilities will be automatically identified as needing special education and related services. Rather, the State is expected to take a proactive role in locating children with disabilities who are in need of special education and related services residing in the State, including children with disabilities attending private schools. States are expected to create a system of child find to locate children with disabilities. The State must have on file with the Secretary policies and procedures that show how the State ensures that children with disabilities are identified, located, and evaluated, the name of each agency that participates in the planning and implementation of child find activities and a description of the nature and extent of its participation, a description of how the State monitors its child find policies, and a description of the method the State uses to determine which children are currently receiving special education and related services.

34 CFR§300.126 Procedures for evaluation and determination of eligibility — A State must have policies and procedures that ensure the requirements found in 34 CFR§300.530-300.536. Sections 300.530 through 300.536 require that each SEA shall ensure that each public agency establishes and implements procedures that meet the requirements of evaluation procedures, determination of needed evaluation data, and determination of eligibility; procedures for determining eligibility and placement; and procedures for reevaluation of each child with a disability.

Operational Procedures

The items in this category are those items that speak more specifically to the delivery of special education and related services. These are the things that must be in place to ensure a smooth implementation and operation of programs for children with disabilities.

34 CFR§300.127 Confidentiality of personally identifiable information — The State must have on file in detail the policies and procedures that the State has undertaken to ensure protection of the confidentiality of any personally identifiable information collected, used, or maintained under Part B of the IDEA.

34 CFR§300.128 Individualized education program (IEP) — The State must have on file with the Secretary information that shows that an individualized education program (IEP), or an individualized family service plan (IFSP) that meets the requirements of Section 636 (d) of the IDEA, is developed, reviewed, and revised for each child with a disability in accordance with §§300.340 through 300.350. This information must include a copy of each State

statute, policy, and standard that regulates the manner in which IEPs are developed, implemented, reviewed, and revised. This information must also include the procedures that the SEA follows in monitoring and evaluating those IEPs and IFSPs.

To discuss the details required in IEPs or IFSPs would go beyond the intent of this document. However, to give the reader a better understanding of the breadth that makes up IEP policy the following is a list of the IEP components addressed in §§300.340 – 300.350:

- Definitions
- Responsibility of SEA and other public agencies for IEPs
- When IEPs must be in effect
- IEP meetings
- IEP team
- Parent participation
- Development, review, a revision of IEP
- Content of IEP
- Agency responsibilities for transition services
- Private school placements by public agencies
- IEP — accountability

The IEP/IFSP is a crucial piece to the provision of special education and related services. It is the documentation of need, the framework for the student's instruction, and the documentation of services to be provided. Developing effective IEP/IFSP policy and procedure and monitoring completed IEPs/IFSPs requires devoted time and attention from the SEA staff.

34 CFR§300.129 Procedural safeguards — If the IEP is supposed to be the heart to an individual student's special education program, procedural safeguards might be considered the safety net. As the safety net, procedural safeguards provide a protection for children with disabilities and their parents to ensure that FAPE is provided. For eligibility purposes, the State must have on file with the Secretary procedural safeguards that meet the requirements outlined in §§300.500-300.529.

Describing all the procedural safeguard requirements goes beyond the intent and scope of this document. For the purposes of this document, a listing of the contents must suffice:

- General responsibility of public agencies; definitions
- Opportunity to examine records; parent participation in meetings
- Independent educational evaluation

- Prior notice by public agency; content of notice
- Parental consent
- Mediation
- Impartial due process hearing; parent notice
- Impartial hearing officer
- Hearing rights
- Finality of decision; appeal; impartial review
- Timelines and convenience of hearings and reviews
- Civil action
- Attorney's fees
- Child's status during proceedings
- Surrogate parents
- Transfer of parental rights at age of majority
- Discipline: Change of placement for disciplinary removals
- Discipline: Authority of school personnel
- Discipline: Authority of hearing officer
- Discipline: Determination of setting
- Discipline: Manifestation determination review (procedures)
- Discipline: Determination that behavior was not manifestation of disability
- Discipline: Parent appeal
- Discipline: Placement during appeals
- Discipline: Protections for children not yet eligible for special education and related services
- Discipline: Expedited due process hearings
- Discipline: Referral to and action by law enforcement and judicial authorities

34 CFR§300.660 Adoption of State complaint procedures — Each SEA shall adopt written procedures for resolving any complaint, including a complaint filed by an organization or individual from another State, that meets the requirements of §300.662 by providing for the filing of a complaint with the SEA, and at the SEA's discretion, providing for the filing of a complaint with a public agency and the right to have the SEA review the public agency's decision on the complaint. Each SEA must also widely disseminate to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities, the State's procedures under §§300.660—300.662.

In resolving a complaint in which it has found a failure to provide appropriate services, SEA, pursuant to its general supervisory authority under Part B of the IDEA, must address (1) how to remediate the denial of those services, including, as appropriate, the awarding of monetary reimbursement or other corrective action appropriate to the needs of the child and (2) appropriate future provision of services for all children with disabilities.

34 CFR§300.130 Least restrictive environment (LRE) — The State must have on file with the Secretary procedures that ensure that the requirements of §§300.550-300.556 are met, including the provision requiring a continuum of alternative placements to meet the unique needs of each child with a disability. If the State uses a funding mechanism by which the State distributes State funds on the basis of the type of setting where a child is served, the funding mechanism may not result in placements that violate the requirement that a State must have procedures that ensure that the requirements of §§300.550-300.556 are met, including the requirement that educational services be provided in the least restrictive environment that meets the unique needs of each child with a disability. The specific components included in §§300.550-300.556 are general LRE requirements, continuum of alternative placements, placements, nonacademic settings, children in public or private institutions, technical assistance and training activities, and monitoring activities. It is interesting to note that in previous areas examined thus far the requirements have focused around development of policies/procedures and monitoring. Here we see a new requirement added — technical assistance and training activities. In this instance, the State must also make available technical assistance and training to "ensure that teachers and administrators in all public agencies are fully informed about their responsibilities for implementing [LRE, and that they] are provided technical assistance and training necessary to assist them in this effort." (34 CFR§300.555)

34 CFR§300.132 Transition of children from Part C to preschool programs — Part C is that part of IDEA that sets forth the requirements for States in providing early intervention services for infants and toddlers from birth to age three. When a child reaches the age of three, there is a requirement that the child will transition into a preschool program that is administered under Part B of IDEA. Just because a child has been receiving Part C services does not mean he/she is automatically eligible for special education and related services under Part B. A State must develop policies and procedures for ensuring that by the third birthday, children participating in early intervention programs assisted under Part C of the act and who will participate in preschool programs assisted

under Part B of the Act experience a smooth and effective transition to those preschool programs in a manner consistent with 20 U.S.C. §1437(a)(8).

34 CFR§300.133 Children in private schools — From time to time, a public school will refer a child with a disability to a private school when the IEP team determines that the private school is the least restrictive environment for that child. To ensure that these children continue to receive FAPE, a State must have policies and procedures that govern such placements, including monitoring for compliance (34 CFR §§300.400-300.402). In addition, a State must develop procedures that outline what is to occur when a parent places a child in a private school because of a disagreement that places FAPE at issue. Finally, a parent choosing to place a child in a private school does not alleviate the State's responsibility for providing some service. Of critical importance is the responsibility to conduct child find. In addition, there is a requirement that services must be provided to children with disabilities in private schools in accordance with a service's plan. Requirements governing children with disabilities enrolled by their parents in private schools when FAPE is at issue can be found in §300.403. In addition, details on the regulations governing children in private placement by parent choice can be found in §§300.450-300.462.

Quality Personnel

It is not enough to set forth policy and procedures to ensure services are provided and rights are maintained. There is also an interest on the part of the federal government for motivating States to take steps to ensure that there are adequate quality personnel who can provide appropriate services. Two sections deal with personnel issues: §300.135 and §300.136.

34 CFR§300.135 Comprehensive system of personnel development (CSPD) — The State is required to have in place a CSPD designed to ensure an adequate supply of qualified special education, regular education, and related services personnel. The CSPD must meet the requirements for a State improvement plan relating to personnel development as found in sections 653(b)(2)(B) and (c)(3)(D) of IDEA (620 U.S.C. §1453). The plan, in general, must identify improvement strategies based on an assessment of State and local needs for professional development for personnel to serve children with disabilities. The analysis of State and local needs shall include information that describes current and anticipated vacancies and shortages and the extent of certification or retraining necessary to eliminate such shortages based on as well as an analysis of personnel development needs. Improvement strategies

must include, among others, strategies for how the State will address the needs identified for in-service and preservice preparation to ensure that all personnel who work with children with disabilities have the skills and knowledge necessary to meet the needs of children with disabilities. Currently, such plans are funded as part of a competitive grant. The description herein is a very brief synopsis. The effort that must be expended to develop one of these plans is a major undertaking. Once the plan is approved, there is another major responsibility on the part of the State to implement the plan.

34 CFR§300. 136 Personnel standards — In addition to having a plan for addressing personnel development needs, a State must develop policies and procedures related to establishing and maintaining standards that ensure personnel necessary to carrying out the purposes of IDEA are appropriately and adequately prepared and trained. The areas within personnel standards that must be addressed in policy include policies and procedures for establishing and maintaining standards, steps for retraining or hiring, information about the status of personnel standards in the State, consideration of the applicability of State statutes and agency rules, the use of paraprofessionals and assistants, and policy to address a shortage of personnel. This description of §300.135 is merely a synopsis of the detailed requirements. The IDEA regulations should be referenced for more specific requirements of personnel shortages.

School Improvement

Over the past decade, school improvement efforts have received much attention at the local, State, and federal levels. Often, school improvement efforts have been conducted without consideration for the need to improve the education of children and youth with disabilities. While many great strides have been made since the initial passage of The Education of the Handicapped Act of 1975 (P.L. 94-142) (the predecessor of the IDEA), there is still much room for improvement. In an effort to highlight this need and to ensure that children and youth with disabilities are included in general school improvement efforts, several new pieces were added to IDEA when the 1997 amendments were passed. This section will briefly describe three such components.

34 CFR§300.137 Performance goals and indicators — The school improvement effort has been directed toward improving the performance of children and youth. This section requires that States have on file with the Secretary information to demonstrate that the State has established goals for the performance of children with disabilities in the State that promote the purposes of IDEA and are consistent, to the maximum extent appropriate, with other goals and standards for all children established by the State. In addition to the goals

for the performance of children with disabilities, the State must have on file with the Secretary information to demonstrate that the State has established performance indicators that the State will use to assess progress toward achieving those goals that, at a minimum, address the performance of children with disabilities on assessments, drop-out rates, and graduation rates.

Every two years, the State will report to the Secretary and the public on the progress of the State, and of children with disabilities in the State, toward meeting the goals established under Section 300.137(a); and based on its assessment of that progress, the State will revise its State improvement plan under subpart 1 of part D of the IDEA as may be needed to improve its performance if the State receives assistance under that subpart.

34 CFR§300.138 Participation in assessments — The movement toward school improvement brought with it a greater reliance on Statewide assessment (testing) to determine if children are making progress toward meeting State determined standards. In most instances, children and youth with disabilities have not been included in the assessments. IDEA now requires that children with disabilities are included in general State and districtwide assessment programs, with appropriate accommodations and modifications in administration, if necessary. As appropriate, the State or LEA develops guidelines for the participation of children with disabilities in alternate assessment for children who cannot participate in State and districtwide assessments. As appropriate, States are also required to develop alternate assessments and conduct the alternate assessments.

34 CFR§300.139 Reports relating to assessments —It is not enough to simply conduct the assessment. The SEA shall make certain information available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children. Information to be made available includes the number of children with disabilities participating in the regular assessments and alternate assessments. In addition, the performance results of the children with disabilities are to be reported if doing so would be statistically sound and would not result in the disclosure of performance results identifiable of individual children. The regulations also speak of reporting results in an aggregated format (with results of nondisabled children) as well as in a disaggregated format on the performance of children with disabilities.

34 CFR§300.146 Suspension and expulsion rates — The SEA examines data on suspensions and expulsions of children with disabilities. In examining the

data, a State is to determine if there are significant discrepancies among local education agencies (LEAs) in the State or if rates of suspension and expulsion differ between children and youth with disabilities and nondisabled children. If significant discrepancies are found, the SEA is to review and revise, if appropriate, policies, procedures, and practices relating to the development and implementation of IEPs, the use of behavioral interventions, and procedural safeguards, to ensure that these policies, procedures, and practices comply with the Act 34 CFR§300.146(b).

Public Input

In keeping with the tenets of democracy and public governance, public input has always been an important part of IDEA. Two requirements for public input are specifically mentioned as part of the eligibility criteria.

34 CFR§300.148 Public participation — A State must ensure that prior to the adoption of any policies and procedures needed to comply with the requirements of IDEA, there are public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities consistent with the IDEA. A State will be considered to have met the requirements of Section 300.148(a)(1) with regard to a policy or procedure need to comply with this part if it can demonstrate that prior to adoption of that policy or procedure, the policy or procedure was subjected to a public review and comment process and is comparable to and consistent with the requirements of §§300.280-300-284. Information demonstrating that the requirements of §300.148 are met must be on file with the Secretary.

34 CFR§300.150 State special education advisory panel — A second avenue for public input is through the State advisory panel. Each State must have on file with the Secretary information to demonstrate that it has established and maintains a State advisory panel for the purpose of providing public guidance in accordance with the requirements of §§300.650—300.653 with respect to special education and related services for children with disabilities in the State. The purpose of the panel is to advise the SEA or State Board of Education on critical issues in special education.

Finance

A major purpose of IDEA is to provide financial support to States for the education of children with disabilities. With the receipt of funding comes the additional responsibility for

ensuring that requirements specific to the use and distribution of funds are met. These would be addressed through the State's accounting system. There are five eligibility stipulations that are described briefly.

34 CFR§300.152 Prohibition against commingling — The State must have on file with the Secretary an assurance satisfactory to the Secretary that the funds under Part B of the IDEA are not commingled with State funds. This can be accomplished through the establishment of a separate accounting system that has a separate audit trail of the expenditure of the Part B funds.

34 CFR§300.153 State-level nonsupplanting — IDEA stipulates that Part B of the IDEA funds are to be used to pay excess costs incurred with educating children with disabilities and that these dollars are intended to supplement, not supplant, Federal, State, and local funds. The State must have on file with the Secretary information to demonstrate to the satisfaction of the Secretary that the requirements of this section are met. If the State provides clear and convincing evidence that all children with disabilities have available to them FAPE, the Secretary may waive, in whole or in part, the requirements of this section if the Secretary concurs with the evidence provided by the State.

34 CFR§300.154 Maintenance of State financial support — The State must have on file with the Secretary information to demonstrate, on either a total or per capita basis, that the State will not reduce the amount of State financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year. The Secretary reduces the allocation of funds under section 611 of the IDEA for any fiscal year following the fiscal year in which the State fails to comply with the requirement by the same amount by which the State fails to meet the requirement.

The State may waive the requirement of this section for a State, for one fiscal year at a time, if the Secretary determines that (1) granting a waiver would be equitable due to exceptional or uncontrollable circumstances such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State or (2) the state meets the standard in section 300.589 for a waiver of the requirement to supplement, and not to supplant, funds received under Part B of the IDEA. If, for any fiscal year, a State fails to meet the requirements of this section, including any year for which the State is granted a waiver under this section, the financial support required of the State in future

years under this section must be the amount that would have been required in the absence of that failure and not the reduced level of the State's support.

34 CFR§300.155 Policies and procedures for use of Part B funds — As would be expected, the State is expected to have on file with the Secretary policies and procedures designed to ensure that funds paid to the State under Part B funds are spent in accordance with the provisions of Part B. These policies and procedures are the State's assurance that the funds are used in accordance with the requirements set forth in the IDEA and its regulations.

34 CFR§300.156 Annual description of use of Part B funds — In order to receive a grant in any fiscal year, a State must annually describe (1) how amounts retained for State-level activities under section 300.602 will be used to meet the requirements of this section; (2) how those amounts will be allocated among the activities described in sections 300.621 and 300.370 to meet State priorities based on input from LEAs; and (3) the percentage of those amounts, if any, that will be distributed to LEAs by formula. If a State's plans for use of its funds under sections 300.3709 and 300.620 for the forthcoming year do not change from the prior year, the State may submit a letter to that effect in lieu of the description above.

Summary

This has been a brief summary of the scope of general supervision that must be provided by a State. One aspect of this responsibility is to develop and revise, as needed, policies and procedures. Another major piece of responsibility rests in the area of monitoring. It is not enough for a State to have approved policies and procedures, there must also be evidence that the policies and procedures are being implemented.

It soon becomes evident that a major responsibility of any State staff hired to provide general supervision for special education must have a working knowledge of the IDEA and its accompanying regulations. Still, it is not enough to know the regulations. SEA staff must also have a working knowledge of best practice if they are also to provide a focus on quality.

Resources to Support General Supervision

- Mentoring
- MPRRC
- Other Federally Funded Technical Assistance and Information Dissemination Centers
- NASDSE
- OSERS
- OCR

V. Resources To Support General Supervision

There are many resources available that can help an SEA staff member become stronger and more effective in carrying out assigned duties. These resources are available whether an individual is new to the SEA or has been with the SEA for a long time. This document briefly describes six resources a SEA staff member might want to consider using.

Mentoring

So often we think we must do the job alone — we operate in isolation. In fact, even though others are busy, most would be willing to serve as a mentor if only they were asked. Some SEA offices might formally put in place a mentoring opportunity for every new staff person hired. In many cases, however, the staff member will need to seek out someone and ask them to serve as a mentor. This resource is not limited, however, to new staff. Those who have been with the SEA for some time may wish to learn a new skill and want to seek a mentor who is willing to assist them with their learning. Mentoring does not have to be limited to individuals within the state. It is possible with telephone and e-mail to find a mentor in another state. This is especially helpful where the purpose of the mentorship is to expand content expertise. The MPRRC can help connect individuals from one state with individuals from another state who hold similar job responsibilities.

Mentoring is really about asking someone to make themselves available to share their expertise and respond to questions. The mentor is one who can provide background information, respond to questions, serve as a sounding board, or provide advice around some of the nuances of the job. While this can be a very effective way of building understanding and skills, it must be used with some caution in mind. The mentee must be sensitive to the time demands and schedule of the mentor. Planning ahead and not making excessive demands on the mentor can help ensure success. Mentoring is built on relationship and if a relationship between a mentor and mentee is not developing, it is probably better for the mentee to seek a different mentor. This is not a sign of failure, necessarily. It simply may be a sign of different personalities, preferences, or conflicting schedules.

Mountain Plains Regional Resource Center (MPRRC)

MPRRC is funded through Part D of the IDEA to provide support to states and local entities in building capacity to improve early intervention, educational, and transitional services and results for children with disabilities and their families and address systemic change goals and priorities (20 U.S.C. §1485) . MPRRC is one of six regional resource centers (RRC) and serves Arizona, Bureau of Indian Affairs (BIA), Colorado, Kansas, Montana, Nebraska, New Mexico, North Dakota, South Dakota, Utah, and Wyoming. A regional map is included in Appendix A to provide a visual representation of the region.

The MPRRC supports state and BIA staff by engaging in a variety of activities. Some of the typical ways in which MPRRC has been supportive include: designing/facilitating workshops and conferences, developing and disseminating professional materials, and providing consultation on critical issues confronting special educators and parents. While the MPRRC provides services within the state, one of the strengths of the center is its access to information. Any SEA staff member may request information on any number of topics. For the new SEA staff member trying to become more familiar with a topic, a call to the MPRRC can result in locating and accessing information. This is true whether the information is published as best practice or whether it is descriptive of how other states address the issue.

Information requests can be made with a simple telephone call and do not require a written technical assistance agreement. Other activities involve a few more steps. The first step is one of making a request. Any staff person with an SEA in the region can initiate a request. Generally it is good to first discuss the need with the state director, but this could be done after contact with MPRRC as well. The request can be made through the MPRRC director or by contacting one of the program specialists. During the request phase, the MPRRC staff person receiving the request will want to get information about the specific need and the desired outcome.

The second step involves further inquiry. After the request has been made, a MPRRC program specialist will be assigned according to interest, expertise, or availability. If the state special education director has not approved the request, such approval will be sought as part of the inquiry. When approved, the assigned program specialist will speak with the state contact person to gather sufficient information to write a technical assistance agreement (TAA) (see Appendix A for a blank TAA form). The five critical components of the agreement include: need, purpose, desired outcome, activities/timeline, and evaluation plan.

The next step involves an inquiry process internal to the MPRRC. When the TAA has been drafted, it is shared with all other program specialists for suggestions and input. (A time limit of one week is put on the input gathering step.) Following the input, the TAA is considered approved and activities are initiated. An outline of the critical components is sent to OSEP and progress on activities is submitted on a regular basis, as defined in the cooperative agreement between OSEP and Utah State University.

Another way in which MPRRC provides technical assistance to states is through regularly scheduled teleconference calls. Conference calls are established around critical issues of priority concern to states. When an issue is identified, a program specialist is assigned as lead for that issue. One (or more) state staff person is identified to represent each state. With input from the state contacts, a schedule of calls is determined. Such

calls allow state staff to network across the region and to learn from each other. A list of conference call topics and assigned program specialists, as of September 2001, is included as part of Appendix A.

The MPRRC staff welcomes calls and is very willing to explore possible ways in which MPRRC can be of service to our states. The regional map (see Appendix A) shows the program specialists, as of September 2001, and the areas of focus for each. Keep in mind, however, that state staff is welcome to call any one of the MPRRC staff regardless of identified area of expertise. To learn more about MPRRC, and to get the most up-to-date staff contact information, visit the web page at www.usu.edu/mprrc.

Other Federally Funded Technical Assistance and Information Dissemination (TA&D) Centers

The RRC program is only one federally funded TA&D program. There are many other TA&D centers funded to serve the nation, but they may not be available to provide technical assistance directly in each state. However, they can be an excellent source of information and may have ways of providing assistance other than on-site TA. A list of the TA &D network is found in Appendix B.

National Association of State Directors of Special Education (NASDSE)

NASDSE is a not-for-profit corporation whose mission is to provide services to state agencies "to facilitate their efforts to maximize educational outcomes for individuals with disabilities." To fulfill this mission, NASDSE carries out activities designed to expand the capabilities of SEAs, to provide leadership in the development of national policy, and to serve as a national source of information regarding education for individuals with disabilities. NASDSE is funded through state membership and through various grant programs. NASDSE operates a number of projects targeted to respond to state needs. In addition, individually designed services to SEAs are available on a contractual basis. Learn more about NASDSE by visiting their Web page at www.nasdse.org.

Office of Special Education and Rehabilitative Services (OSERS)

OSERS supports programs that assist in educating children with disabilities, provides for the rehabilitation of youth and adults with disabilities, and supports research to improve the lives of individuals with disabilities. It is made up of three programs: Office of Special Education Programs (OSEP), Rehabilitation Services Administration (RSA), and National Institute on Disability and Rehabilitation Research (NIDRR).

OSEP has primary responsibility for administering programs and projects relating to the free appropriate public education of children with disabilities, birth through age 21. OSEP

administers and monitors grants and programs under IDEA. While the bulk of the grant monies flow to the implementation of the IDEA, there are also many research, technical assistance, information dissemination, and training grants to be administered and monitored. SEA staff will want to become acquainted with the individual who is assigned as the OSEP state contact for monitoring purposes, as well as the person(s) within OSEP who is the content expert for given areas. More information about OSEP is found by going to the OSERS Web site at www.ed.gov/offices/OSERS.

RSA oversees programs that help individuals with disabilities obtain employment. This office administers certain titles of the Rehabilitation Act of 1973, as amended, and provides funds to state vocational rehabilitation agencies. These agencies are a critical partner for ensuring successful transition of children and youth with disabilities as the move from school to post-school options.

NIDDR is the research branch of OSERS. It provides leadership and support for research and related activities to maximize the full inclusion, social integration, employment, and independent living of disabled individuals of all ages. Program efforts are aimed at improving the lives of individuals with disabilities from birth through adulthood.

U.S. Department of Education Office of Civil Rights (OCR)

The mission of OCR is to ensure equal access to education and to promote educational excellence through the nation through vigorous enforcement of civil rights. OCR is the branch of the U.S. Department of Education that enforces the federal statutes that prohibit discrimination in education. The five statutes include Title VI (prohibits discrimination under any program or activity receiving federal financial assistance on the basis of race, color, and national origin), Title IX (prohibits discrimination under any program or activity receiving federal financial assistance on the basis of gender), Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination under any program or activity receiving federal financial assistance on the basis of disability), Age Discrimination Act of 1975 (prohibits discrimination based on age under any program or activity receiving federal financial assistance), and Title II, the Americans with Disabilities Act of 1990 (prohibits discrimination based on disability in public entities). OCR is often seen as the watch dog or "enemy" in that calls from OCR are often in response to a discrimination claim that has been filed and is being investigated. However, OCR also provides technical assistance to those who are interested in achieving compliance and wanting to take a proactive approach. More information about OCR can be found at www.ed.gov/offices/OCR.

National Monitoring and Promising Practices Web Site

This Web site has been developed to provide a national information resource on state Part C and B effective monitoring practices. It will also highlight promising practices in special education programs and related services. The Web site will continue to be developed over time and will contain the following monitoring information: current OSEP monitoring manual and related materials, general monitoring information (all states), effective monitoring systems, promising practices, and related monitoring issues. This resource can be found at www.dssc.org/frc/.

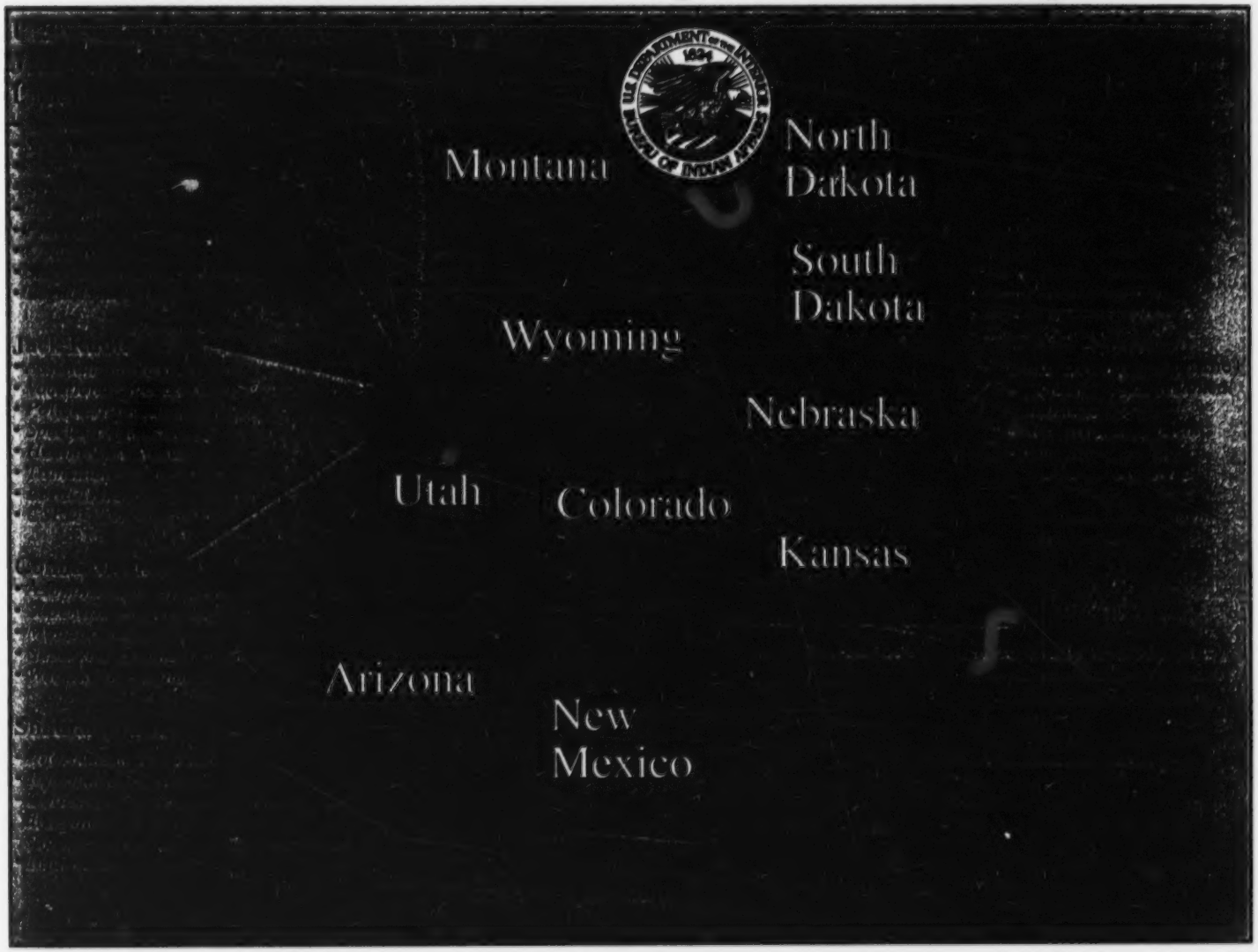
National State Policy Database (NSPD)

This database evolved as a collaborative project between NASDSE and the regional resource and federal centers network. The NSPD contains state department of education rules and regulations for approximately 35 states as of June, 2000, with more being added as states complete them. Searches can be done using a descriptor or key word allowing an individual to see state policies on that descriptor in all states that are on the database. For example, if the descriptor "extended school year" were used, all state regulations on extended school year would be located and displayed if the regulations are contained on the database. For more information or to use this database, go to www.csnp.ohiostate.edu/glarrc/nspd.htm.

Appendix A

- MPRRC Map
- TAA Outline
- MPRRC Workgroups

MPRRC Technical Assistance Region and Areas of Expertise



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Mountain Plains Regional Resource Center Technical Assistance Activity Plan

1) TAA CODE:

Objective#:

2) State:

3) Title:

4) Descriptor(s):

5) Status:

6) Start Date:

7) Revised Date:

8) End Date:

9) RRC Contact:

10) Client Contact:

11) Need:

12) Purpose:

13) Expected Outcomes:

14) Anticipated Impact:

15) Activities And Timelines:

16) Results:

17) Progress:

18) Evaluation Plan:

Mountain Plains Regional Resource Center Regionwide Teleconference Workgroups

WorkGroup	MPRRC
State Special Education Advisory Panel	Carol Massanari
Alternate Assessment	Carol Massanari
CSPD	Jack Rudio
Parent Centers	John Copenhaver
SEA Directors	John Copenhaver
SEA Monitoring	Wayne Ball
Transition	Ed O'Leary
SEA Behavioral/Discipline	Carl Smith/Jack Rudio
Complaint Investigators	Elena Gallegos

Appendix B

TA&D Network

Office of Special Education Programs Technical Assistance and Dissemination (TA&D) Network

Clearinghouses

ERIC Clearinghouse on Disabilities and Gifted Education
ERIC/OSEP Special Project
The Council for Exceptional Children
1110 North Glebe Road
Arlington, VA 22201-5704
(800) 328-0272 phone/TTY
(703) 620-2521 fax
ericec@cec.sped.org

HEATH Resource Center
American Council on Education
One Dupont Circle NW, Suite 800
Washington, DC 20036-1193
(800) 544-3284 or (202) 939-9320
phone/TTY
(202) 833-5696 fax
Heath@ace.nche.edu

National Clearinghouse for Professions in Special Education
The Council for Exceptional Children
1110 North Glebe Road
Arlington, VA 22201-5704
(800) 641-7824 phone
ncpse@cec.sped.org

National Information Center for Children and Youth with Disabilities (NICHCY)
Academy for Educational Development
P.O. Box 1492
Washington, DC 20013-1492
(800) 695-0285 or (202) 884-8200
phone/TTY
(202) 884-8441 fax
nichcy@aed.org

National Information Clearinghouse on Children who are Deaf-Blind (DB-LINK)
Western Oregon University
Teaching Research Division
345 North Monmouth Avenue
Monmouth, OR 97361
(800) 438-9376 phone
(800) 854-7013 TTY
(503) 838-8150 fax
dblink@tr.wou.edu

Deaf-Blind

National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC)

Western Oregon University
Teaching Research Division
345 North Monmouth Avenue
Monmouth, OR 97361
(503) 838-8096 phone
(503) 838-9623 TTY
(503) 838-8150 fax

Helen Keller National Center
111 Middle Neck Road
Sands Point, NY 11050
(516) 944-8900 phone
(516) 944-8637 TTY
(516) 883-9060 fax
ntac@wou.edu

Deaf–Postsecondary

Midwest Center for Postsecondary Outreach (MCPO)
St. Paul Technical College
235 Marshall Avenue
St. Paul, MN 55102
(651) 221-1327 phone/TTY
(651) 221-1339 fax
ray.olson@sptc.mnscu.edu

Northeast Technical Assistance Center (NETAC)
Rochester Institute of Technology
52 Lomb Memorial Drive
Rochester, NY 14623
(716) 475-6433 phone/TTY
(716) 475-7660 fax
netac@rit.edu

Postsecondary Education Consortium (PEC)
The University of Tennessee
2229 Dunford Hall
Knoxville, TN 37996-4020
(865) 974-0607 phone/TTY
(865) 974-3522 fax
pec@utk.edu

Western Region Outreach Center & Consortia (WROCC)
National Center on Deafness
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8267
(888) 684-4695 or (818) 677-2611 phone/TTY
(818) 677-4899 fax
wrocc@csun.edu

Early Childhood

National Early Childhood Technical Assistance System (NECTAS)
137 East Franklin Street, Suite 500
Chapel Hill, NC 27514-3628
(919) 962-2001 phone
(877) 574-3194 TTY
(919) 966-7463 fax
nectas@unc.edu

Finance

Center for Special Education Finance (CSEF)
American Institutes for Research
1791 Arastradero Road
Palo Alto, CA 94302
(650) 843-8136 phone
(650) 846-8166 TTY
(650) 858-0958 fax
csef@air.org

Minorities

Alliance Project
Headquarters/Technical Assistance
Peabody College
Vanderbilt University
101 Hill Student Center
Nashville, TN 37203
(615) 343-5610 phone
(615) 343-5611 fax
alliance@vanderbilt.edu

DC Metro Office/Products and Partnerships
10860 Hampton Road
Fairfax Station, VA 22039
(703) 239-1557 phone
(703) 503-8627 fax
judysd@gte.net

Center of Minority Research in Special Education (COMRISE)
The University of Virginia
Curry School of Education
405 Emmet Street
Charlottesville, VA 22903-2495
(804) 924-1022 phone
(804) 982-HEAR TTY
(804) 924-0747 fax
tfg7y@virginia.edu

Outcomes and Results

National Center on Educational Outcomes (NCEO)
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455
(612) 624-4073 phone
(612) 624-0879 fax
scott027@tc.umn.edu

Parents

Parents Engaged in Education Reform (PEER)
Federation for Children with Special Needs
1135 Tremont Street, Suite 420
Boston, MA 02120
(617) 236-7210 phone/TTY
(617) 572-2094 fax
fcsninfo@fcsn.org

Technical Assistance for Parent Centers--the Alliance
PACER Center
8161 Normandale Boulevard
Bloomington, MN 55437
(888) 248-0822 or (952) 838-9000 phone
(952) 838-0190 TTY
(952) 838-0199 fax
alliance@taalliance.org

Partnerships

Associations of Service Providers Implementing IDEA Reforms in Education (ASPIIRE)
The Council for Exceptional Children
1110 North Glebe Road
Arlington, VA 22201-5704
(877) CEC-IDEA phone
(703) 264-9480 TTY
(703) 264-1637 fax
ideapractices@cec.sped.org

Families and Advocates Partnership for Education (FAPE)
PACER Center
8161 Normandale Boulevard
Bloomington, MN 55437
(888) 248-0822 or (952) 838-9000 phone
(952) 838-0190 TTY
(952) 838-0199 fax
fape@pacer.org

IDEA Local Implementations by Local Administrators (ILIAD)
The Council for Exceptional Children
1110 North Glebe Road
Arlington, VA 22201-5704

(877) CEC-IDEA phone
(703) 264-9480 TTY
(703) 264-1627 fax
ideapractices@cec.sped.org

Policymaker Partnership (PMP) for Implementing IDEA '97
National Association of State Directors of Special Education
1800 Diagonal Road, Suite 320
Alexandria, VA 22314-2840
(877) IDEA-INFO or (703) 519-3800 phone
(703) 519-7008 TTY
(703) 519-3808 fax
pmp@nasdse.org

Personnel Preparation

Professional Development Leadership Academy: Enhancing Collaborative Partnerships for Systems Change
National Association of State Directors of Special Education
1800 Diagonal Road, Suite 320
Alexandria, VA 22314-2840
(703) 519-3800 x319 phone
(703) 519-7008 TTY
(703) 519-3808 fax
karlm@nasdse.org

Regional Resource and Federal Centers for Special Education

Federal Resource Center for Special Education (FRC)
Academy for Educational Development
1825 Connecticut Avenue NW
Washington, DC 20009
(202) 884-8215 phone
(202) 884-8200 TTY
(202) 884-8443 fax
frc@aed.org

Northeast Regional Resource Center (NERRC)
Learning Innovations at WestEd
20 Winter Sport Lane
Williston, VT 05495
(802) 951-8226 phone
(802) 951-8213 TTY
(802) 951-8222 fax
nerrc@aol.com
nerrc@wested.org

Mid-South Regional Resource Center (MSRRC)
Human Development Institute
University of Kentucky
126 Mineral Industries Building
Lexington, KY 40506-0051
(859) 257-4921 phone
(859) 257-2903 TTY
(859) 257-4353 fax
msrrc@ihdi.uky.edu

Southeast Regional Resource Center (SERRC)
School of Education
Auburn University Montgomery
P.O. Box 244023
Montgomery, AL 36124-4023
(334) 244-3100 phone
(334) 244-3835 fax
bbeale@edla.aum.edu

Great Lakes Area Regional Resource Center (GLARRC)
Center for Special Needs Populations

The Ohio State University
700 Ackerman Road, Suite 440
Columbus, OH 43202-1559
(614) 447-0844 phone
(614) 447-8776 TTY
(614) 447-9043 fax
daniels.121@osu.edu

Mountain Plains Regional Resource Center (MPRRC)
Utah State University
1780 North Research Parkway, Suite 112
Logan, UT 84341
(435) 752-0238 phone
(435) 753-9750 TTY
(435) 753-9750 fax
cope@cc.usu.edu

Western Regional Resource Center (WRRC)
1268 University of Oregon
Eugene, OR 97403-1268
(541) 346-5641 phone
(541) 346-0367 TTY
(541) 346-5639 fax
wrrc@oregon.uoregon.edu

Technology

LINK·US: Center to Link Urban Schools with Information and Support on Technology and Special Education
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02458-1060
(617) 969-7100 phone
(617) 964-5448 TTY
(617) 332-5321 fax
cgshaffer@edc.org

Transition

National Center on Secondary Education and Transition (NCSET)
University of Minnesota
102 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-2097 phone
(612) 624-9344 fax
johns006@tc.umn.edu

Other Projects

Center for Effective Collaboration and Practice
American Institutes for Research
1000 Thomas Jefferson St NW Suite 400
Washington, DC 20007
(888) 457-1551 or (202) 944-5300 phone
(202) 944-5454 fax
center@air.org

Center on Positive Behavioral Interventions and Support Behavioral Research and Training
5262 University of Oregon
Eugene, OR 97403-5262
(541) 346-2505 phone
(541) 346-5689 fax
pbis@oregon.uoregon.edu

Consortium for Appropriate Dispute Resolution in Special Education (CADRE)
Direction Service, Inc.
P.O. Box 51360
Eugene, OR 97405-0906
(541) 686-5060 phone
(800) 695-0285 TTY (NICHCY)
(541) 686-5063 fax
cadre@directionservice.org

Elementary and Middle Schools Technical Assistance Center (EMSTAC)
American Institutes for Research
1000 Thomas Jefferson Street NW, Suite 400
Washington, DC 20007
(202) 944-5300 phone
(877) 334-3499 TTY
(202) 944-5454 fax
emstac@air.org

National Center on Accessing the General Curriculum (NCAC)
Center for Applied Special Technology
39 Cross Street
Peabody, MA 01960
(978) 531-8555 phone
(978) 531-3110 TTY
(978) 531-0192 fax
chitchcock@cast.org

National Center on Education, Disability, and Juvenile Justice (EDJJ)
Department of Special Education
University of Maryland
College Park, MD 20742-1161
(301) 405-6489 phone
(301) 314-5757 fax
edjj@umail.umd.edu

National Center to Improve the Tools of Educators (NCITE)
College of Education
University of Oregon
805 Lincoln Street
Eugene, OR 97401
(541) 683-7543 phone
(541) 683-7543 FAX
jwallin@oregon.uoregon.edu

National Institute for Urban School Improvement
Center for Program Improvement
University of Colorado at Denver
1380 Lawrence Street, Suite 650
Denver, CO 80204
(303) 556-3990 phone
(800) 659-2656 TTY
(303) 556-6142 fax
Elizabeth_Kozleski@ceo.cudenver.edu

Project FORUM
National Association of State Directors of Special Education
1800 Diagonal Road, Suite 320
Alexandria, VA 22314-2840
(703) 519-3800 x335 phone
(703) 519-7008 TTY
(703) 519-3808 fax
joy@nasdse.org

Technical Assistance in Data Analysis, Evaluation, and Report Preparation
Westat
1650 Research Boulevard
Rockville, MD 20850
(301) 251-1500 phone
(301) 294-4475 fax
Brauenm1@westat.com

Appendix C

Resources

Resources

This resource list is a sampling of the types of resources available on some of the topics that will confront SEA staff. The items on this list do not necessarily reflect the position or policy of OSEP and no official endorsement should be inferred. The list contains resources available on loan from the Mountain Plains Regional Resource Center collection. To review any of the items, please contact:

Shauna Crane
Information Specialist
1780 N Research Parkway Ste 112
Logan, UT 84341
435-752-0238 x19
fax: 435-753-9750
scrane@cc.usu.edu

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Home Schooling and Students with Disabilities
Functional Behavioral Assessment State Policies and Procedures
State Mediation Systems

Child Find in Private Schools
Paraeducators
Involvement of General Education Teachers in the IEP Process
Performance Goals and Indicators
Developmental Delay

NASDSE. (1999). Quick Turn Around (QTA) Forum: Titles as follows:

Linkage of the IEP to General Education Curriculum
Blindness and Visual Impairment: Personnel Needs
Alternative Schools
Impact of the New 619 Funding Formula
Reevaluation
Dispute Resolution Activities — State Data Collection
Non-cessation of Educational Services
Education of Children with AD/HD: State Policies
Age of Majority
Access to Adult Education for Youth with Disabilities
State Implementation Grants
Due Process Hearings — 1999 Update

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Focus on Exceptional Children
Special Educator (LRP)

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